

The Norton Nursery

Norton Nursery Kids Zone, Berkshire Road, STOCKTON-ON-TEES, Cleveland, TS20 2RD



Inspection date	9 November 2017
Previous inspection date	16 October 2014

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Outstanding	1
Outcomes for children		Good	2

Summary of key findings for parents

This provision is good

- The management team is strongly committed to the further development of the nursery. They reflect on the overall quality of the setting and create action plans for further improvements, overall. The views of parents, staff and children are used to inform this process.
- Staff have extremely warm and caring relationships with children, who are very settled and happy at the nursery. Children are confident and motivated learners.
- Children explore and investigate the wide range of resources, indoors and outdoors, that encourages them to use all of their senses. The staff support children to make good progress and to develop into active and inquisitive learners.
- Partnerships with parents are strong. Staff communicate effectively with them through a variety of methods. They provide very practical support to parents, with welfare issues and with fun activities to extend their child's learning at home.
- Children behave exceptionally well. They share and take turns and demonstrate very good manners. Staff are very positive role models who have high expectations of all children.

It is not yet outstanding because:

- Procedures for supporting the professional development of staff are not yet focused precisely to help raise the overall quality of practice to an outstanding level.
- Recent changes to systems and procedures are not yet fully embedded and the impact of these on outcomes for children reviewed and evaluated.

What the setting needs to do to improve further

To further improve the quality of the early years provision the provider should:

- identify specific and targeted professional development opportunities for each staff member to help raise the quality of teaching to an even higher level
- embed and review all recent changes to systems and procedures, to inform and implement plans that help raise standards even further.

Inspection activities

- The inspector observed the quality of teaching activities, indoors and outdoors, and assessed the impact of this on children's learning.
- The inspector spoke to staff and children at appropriate times throughout the inspection.
- The inspector completed a joint observation with the manager.
- The inspector looked at a sample of documentation, including evidence of the suitability of staff at the nursery.
- The inspector took into account the views of parents spoken to on the day.

Inspector

Cathryn Clarricoates

Inspection findings

Effectiveness of the leadership and management is good

Arrangements for safeguarding are effective. Procedures for the recruitment, vetting and induction of staff are implemented effectively. Safeguarding awareness and first-aid training are regularly updated for all staff. They understand how to recognise possible signs and symptoms of abuse, and are confident about the procedures to follow should they have concerns about a child's welfare. Risk assessments are reviewed regularly, and specifically following accidents. Staff supervise children closely inside and outdoors and check the safety of equipment. Generally, staff share ideas and knowledge gained from qualifications and training to raise the quality of children's learning to a good level. Managers understand the need for strong partnerships with other early years providers and professionals. Parents value support from staff who understand their family needs, as well as those of their children.

Quality of teaching, learning and assessment is good

Teaching is good and sometimes outstanding. Staff provide ongoing commentary during children's play. For example, they introduce new words, such as 'squelchy', while children eagerly search for plastic numbers buried in a tray of red jelly. Children choose independently from a wide range of activities, such as mark making in sand, shaving foam and paint, and cutting paper with different types of scissors. Staff extend children's learning using skilful questioning. Planning for learning has recently been changed and is based on a secure understanding of each child's interests and needs. Any gaps in children's learning are identified and swiftly addressed. Effective small-group work and individual support are being further extended.

Personal development, behaviour and welfare are outstanding

Staff encourage children to try new activities and offer plenty of praise for their efforts. Everyday routines, including meal and snack times, are used well to help children talk about their family members and those of others. This helps children to feel emotionally secure and raises their awareness of similarities and differences between themselves and others. Children learn to understand more about the world around them when they collect eggs from chickens kept in the outdoor play area. Staff talk with them about where different foods come from and how these help people to stay healthy. Children enjoy tasting fruits, such as pineapple and strawberries. They serve their own portions at lunchtime and pour their own milk or water into cups with few spills. Children benefit from frequent fresh air and exercise. They delight in climbing, balancing, running and jumping in the exciting and well-equipped outdoor play area.

Outcomes for children are good

All children are prepared well for their future learning emotionally and develop essential skills to support their eventual move to nursery and school. They practise the small-muscle skills needed for writing as they play. This includes manipulating tweezers to pick up small objects. Children also practise their early mathematical skills throughout their play. They join in with familiar songs and rhymes and listen intently to stories.

Setting details

Unique reference number	EY173165
Local authority	Stockton on Tees
Inspection number	1103931
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	2 - 12
Total number of places	30
Number of children on roll	54
Name of registered person	Judith Crowe-Harland
Registered person unique reference number	RP512775
Date of previous inspection	16 October 2014
Telephone number	01642 554646

The Norton Nursery registered in 2003 and is privately owned. The nursery employs six members of childcare staff, five of whom hold appropriate early years qualifications at level 2 or above. The nursery opens Monday to Friday, from 7.30am until 6.30pm, all year round, except for bank holidays. Funding is accessed for the provision of free early education for two-, three- and four-year-old children.

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